

URDU

Paper 9686/02
Reading and Writing

Key messages

To do well in this examination, candidates should:

- Read the passages and the rubrics carefully and understand what is being asked.
- Write concise responses to **Questions 3** and **4**, answering each question in their own words as far as possible rather than copying extensively from the texts.
- Keep within the prescribed total word limit of 140 words in **Question 5**.

General comments

The majority of candidates handled both sections of the paper very well and used their time and skill to answer the questions appropriately. There were a few cases in **Question 3** and **Question 4** where responses were copied indiscriminately from the texts which suggested that candidates may not have understood what they had read. Marks cannot be awarded in these cases. Some responses were unnecessarily long due to a lack of understanding of which part of the text was relevant to the answer. Weaker responses had errors in spellings and grammatical structures.

Comments on specific questions

Section 1

Question 1

All parts of this question were answered very well by most candidates. In a few cases ambiguous sentences and the use of the wrong form of the tested word could not score any marks. One word – دریافت – proved challenging for many candidates who got confused between دریافت and ایجاد.

Candidates need to remember that if they copy sentences from the texts which include any word in the testing list, they will not be awarded any marks.

Question 2

This question was done quite well by those who read the rubric carefully and understood what was required. A few candidates did not appear to have read the instructions and instead wrote an antonym of the word/phrase or used it to form a sentence. Others gave their own version of answers instead of taking them from the text as required by the rubric. Many candidates wrote اضافہ ہو گیا instead of اضافہ ہو جائے گا. Many candidates also missed off the ہے in **Question 2(c)**. Similarly, in **Question 2(e)** اختیار کرتے ہیں was often answered with راستہ اپناتے ہیں instead of اپناتے ہیں.

Question 3

- (a) A considerable number of candidates did not include the words محدود وسائل (limited resources) in the first point. However, most mentioned the second point of migrating to another country.

- (b) The overwhelming majority of candidates gave the correct answer for the first answer to this question. Some candidates did not give the second point and most candidates picked up the third point.
- (c) Most candidates did well in this question although some of them did not mention نئی شجرکاری (planting new trees). They were required to give the precise details for other points e.g. جنگلات کا قدرتی حُسن (natural beauty of forests) and درختوں کی کٹائی (cutting trees) to get full marks.
- (d) Most candidates understood the question but not many correctly gave all the four points needed. Most candidates were awarded 2 or 3 marks because they did not mention both parts of ماحول کی آلودگی and فضائی آلودگی clearly.
- (e) Many candidates appeared to have understood this question but struggled to give all three points needed to score the marks. Some omitted the third point about معاشرتی برائیاں/جرائم. Those who did not write بے روزگاری could not gain a mark for that point.

A minority of candidates misunderstood the question and just wrote about the loss of peace and safety of people.

Section 2

Question 4

- (a) Many candidates omitted the point صارفین کی تعداد بڑھ جاتی ہے for the second mark. A considerable number also missed ایسے ممالک میں (large companies invest in such countries). A few candidates appeared to misunderstand the question and gave their own views instead of referring to information in the text.
- (b) Nearly all candidates answered this question very well.
- (c) This question was straightforward about why the increase in population cannot be linked with lack of resources. Most candidates managed to get full marks. Only some candidates missed out the point about غذائی پیداوار میں اضافہ (the production of food items increases).
- (d) Most candidates gained full marks by mentioning the effort and struggle to make life easy and comfortable by making continuous progress through new inventions.
- (e) This question was about the fair distribution of water resources for use by large populations and was answered well by most candidates.
- (f) This question was a little challenging for many candidates.

Question 5

Candidates are reminded that the two parts of this question ((a) and (b)) should be answered separately as they are marked separately for content. A few candidates considered both parts as one task and merged their own opinions into a summary of the texts. Where there was a clear distinction between the two responses, the marks could be awarded separately.

In a few cases, candidates misunderstood the requirement to write a total of 140 words for **both** parts of the question and wrote very lengthy answers. This meant that some valid responses could not be awarded marks because they came after the upper word limit had been reached. Only a few candidates adhered exactly to 140 words for both parts.

- (a) Candidates were required to write a summary which included at least ten useful/positive and negative points of the increase in population taken from both texts.

Most candidates responded to **Question 5(a)** with confidence and there was a significant minority who easily managed to include ten points within the word limit. Some candidates misunderstood the question and instead of listing the benefits of increase in population, did a comparison of the two texts, which, although done well and displayed excellent analytical skills, was not what was required.

Some candidates started off their answer with a general introduction, which is not necessary and does not score any marks. In some cases, this also limited the marks they could score as they wrote beyond the word limit. Candidates are advised to focus on what has been asked in the question and avoid unnecessary details in order to keep within the required word count.

Many candidates gave their own ideas and opinions for and against the effects of the increase in population instead of drawing information from the two texts and therefore did not include any of the points required.

- (b) Candidates did particularly well in this part of the question where they had to present their own opinion about the effects of a growing population in their own area. All candidates pointed out issues and problems arising in their areas due to overcrowding.

In a few cases candidates wrote about Pakistan as a whole rather than focusing on the area where they live, which meant their answer was not wholly relevant.

Quality of Language

A large majority of candidates scored highly for the quality of the language used in their responses.

There were several cases where, although the structure/spelling was correct, the writing was not easily legible due to the style of writing which, in extreme cases, meant that examiners could not tell whether the answer was correct or not because they could not decipher what the candidate had written.

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Paper 9686/03
Essay

Key messages

In order to do well in this examination, candidates should:

- plan their essay to produce well-structured and persuasive arguments;
- write a composition on the essay title, **not** the general topic heading;
- stay within the prescribed word limits.

General comments

Overall, the performance of candidates was good, with a high proportion of excellent scripts. The best essays were written in accurate Urdu and in an organised and well-structured way with an introduction, several cogent points relating to the title and a concluding paragraph. Where appropriate, there were also relevant quotations.

Linguistically, many essays were almost error-free, with a wide range of vocabulary, complex sentences, a variety of clause structures, dependent clauses, judicious use of the passive voice and appropriate use of more sophisticated idioms and metaphors.

Many essays could have been much improved by staying within the prescribed word limit. Candidates need to be able to write concisely and if they exceed the upper word limit this is likely to have an effect on the mark awarded for Content as they may not reach a concluding paragraph within the word limit, or may end up repeating points already made which affects the overall structure of the essay.

Comments on specific questions

Question 1

Most candidates who chose this title wrote essays which contained a thoughtful and balanced discussion with examples from daily life. They included their own experiences and thoughts as well as explaining how modern-day life and, in particular, more advanced media coverage, has resulted in parents becoming acutely aware of the potential dangers and risks their children could face.

Candidates described in detail how it is innate for parents to worry about their offspring. There were also some very good essays which contained details as to how the increase in crime rates, insecure safety measures and the impact social media has, plays a role in this. The best essays were able to highlight the implications this would have on a child's personal development and how parental concerns could act as a hindrance for children to engage in new experiences, learn from their own mistakes and solve their problems independently.

Question 2

This question was attempted by a very small number of candidates. Those who chose it were able to provide a well-structured essay including clear points. They were able to thoughtfully present their arguments and emphasise the importance of law and order when obtaining personal freedom. A few candidates were able to further develop their thoughts by stating how living in a country where there is a successful implementation of law and order gives every citizen equal rights and opportunities.

Question 3

This essay title was answered reasonably well by most of the candidates who chose to write about it. Some candidates came to the conclusion that both work and leisure are required to lead a healthy and balanced life. In their essays they were able to discuss why both were needed in order to provide fulfilment in life and how one could not be enjoyed without the other. The best structured essays included a detailed and balanced discussion on the relevance and importance of both work and leisure before concluding how the two are closely linked and equally essential for people.

Question 4

This was a fairly popular question and those that answered it showed great passion whilst including some well thought out points. There were some insightful responses that were developed very logically and had a clear structure. In particular, some candidates were able to draw attention to the aftermath of war and the drawbacks this has in comparison to peaceful dialogue. They included carefully selected examples to further support their argument such as major wars in history including World War I, World War II, Hiroshima and Nagasaki and more recently the wars in Iraq and Afghanistan. They were able to confidently explain how these wars were not successful in achieving peace but instead created more problems for the countries involved. The best candidates were able to discuss in more detail how war-torn countries would have to deal with problems such as poverty, increased crime rates, weakened infrastructure and a refugee crisis as a result of war.

Question 5

This was a very popular question. There were some very interesting essays, which contained insightful discussions in relation to the link between a country's development and the amount of pollution produced. The best essays were almost error-free and contained sophisticated linguistic devices in a well-structured essay including a clear introduction, a coherent argument and finally a thoughtful conclusion.

The most successful essays provided a detailed insight into why countries, and in particular developing countries, may be producing more pollution as a result of industrialisation. Some reasons included deforestation, an increase in the number of factories, more transportation links and the extraction of raw materials for fuel. In addition to this, they mentioned the different types of pollution such as air pollution, noise pollution, water pollution and so on. They emphasised the fact that pollution could not be avoided as it is a by-product of industrialisation which is vital for development. Furthermore, some excellent essays mentioned that there was no way of completely eradicating pollution in these areas but they made some suggestions as to how the harmful effects of pollution could be minimised. Candidates were able to give specific examples of actions that could be taken to combat pollution. These included ways in which the government could support this agenda and how factory owners could also play their role.

Weaker responses provided a general discussion on pollution but were not able to relate their response to the question which required candidates to be more specific. Some candidates gave their views on environmental issues but could not link this to the development of a country. The question required candidates to discuss precisely how a country's development would be hindered even if this did have a negative impact on the environment.

Some responses exceeded the word limit resulting in their conclusion not being considered. Candidates must address the specific essay title within the word limit. General unspecific essays, which often seemed rehearsed, did not score highly for Content.

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Paper 9686/04
Texts

Key messages

Teachers should:

- think carefully about which texts to prepare and aim for ones that their candidates can handle conceptually.
- train their candidates to manage their time in the examination.
- ensure candidates are aware that they must answer only three questions and must not answer two questions on the same text.
- encourage candidates to think carefully about what the question is asking of them before they start to write.

Candidates should:

- choose carefully either **Question (a)** or **(b)** from their chosen set text and write the chosen question number clearly in English at the start of the response.
- take time to provide as complete and relevant an answer to each question as possible.
- understand the focus of the question and the key words within it and explore all elements of the question in their response.
- answer the question precisely, stating in the introduction what will be discussed in the main part of the essay and reaching a sound conclusion.
- answer the question with close reference to the text that has been studied.

General comments

Candidates should not write an opening paragraph which explains, in rather general terms, who the author is, his or her works or the audience that he or she was addressing. Candidates should focus on answering the question rather than writing about the life and achievements of the author.

It was evident that centres had used past questions when training their candidates, and detailed knowledge was shown in those areas. Sometimes the material was tailored efficiently and relevantly to the question being asked, but at other times there were some apparent rehearsed responses based on questions from previous years which were not relevant to the question being answered this year.

The best responses were those that were carefully planned and which led to a clear conclusion.

Candidates are advised to leave time to re-read, check and edit their work.

Comments on specific questions

Question 1

- (a) A good number of candidates attempted this question but only a few were able to access the higher mark bands. In **part (i)**, the majority of candidates demonstrated very good understanding of the Ghazal and explained it clearly. However, in their responses to **part (ii)** some candidates did not discuss the poet's style with regards to the key words in the question (کون سی صفات) which resulted in weaker responses to the second part of the question.

- (b) Only a few candidates attempted this question but those who chose it generally answered well but there was again evidence of a lack of understanding of the key focus in the question (جدت پسند) which had an impact on the marks which could be awarded.

Question 2

- (a) This question was quite well done overall, and the context was well explained. Responses to **part (i)** were often stronger than those to **part (ii)** because of a misunderstanding of the key words (رومانوی شاعری کو ایک نیا انداز). Answers instead focused on the poet's life and his other poems in the syllabus which meant that candidates were unable to access the higher mark bands.
- (b) This question was quite well handled overall. A good majority of candidates attempted this and many were able to handle the demands of the question well. Others discussed only the poet's life and his contributions rather than addressing the question. Some candidates, who understood the question demands and addressed معاشرتی تضاد, performed very well.

Question 3

- (a) Only a few candidates attempted this question and many explained the extract from the poem in a straightforward way. Only a minority actually addressed the focus/keywords (رومانوی یا انقلابی) in their discussion with respect to the given poem.
- (b) Not many candidates chose to answer to this question but those who attempted it performed well by addressing the main focus/keywords of the question (معاشرے کی سچی ترجمان).

Question 4

- (a) The majority of candidates attempted this question and addressed the focus/keywords (ہمدردی کے قابل) mentioned in the question.
- (b) Many candidates attempted this question but the majority of responses did not address the main focus (عزت و فاکادامن نہیں چھوڑا) within their response with examples. Some candidates simply reproduced the text.

Question 5

- (a) This was the most popular question on this set text but some of those who answered it misunderstood the focus of the question. Many candidates struggled to discuss the demand of the question in relation to the main focus/keywords (کردار نگاری کے حوالے سے) and instead simply reproduced the story and talked about the characters of their chosen Afsana.
- (b) Of the candidates who chose this question, many wrote detailed responses but without addressing the key points of the question (پیسے کے لیے محبت کا گلا گھونٹنا).

Question 6

- (a) The majority of candidates attempted this question and many wrote good essays. They discussed the keywords (ایک معمولی سی کنیز کے سامنے اکبر کی بے بسی) through aptly chosen illustrations. Some candidates did not give a detailed response and were unable to link and analyse the importance of his character and various situations in the light of the given text to the demand (اکبر کی بے بسی) of the question.

- (b) This question asked candidates to discuss their own opinion regarding Saleem within the drama in the light of the question focus/keywords (سليم کس حد تک انا رکلی کی موت کا ذمہ دار). Many candidates attempted this question and produced some interesting answers.